LESSON MAKER PRO

# Listen and Link

*Use what you hear to move a conversation forward.*

**GRADE 9 · 9-12.R3**

**9-12.R3** "Utilize active listening skills in formal and informal conversations, following predetermined norms."

NAME _____ DATE _____

## OUR GROUND RULES Read together first

1. Let each speaker finish before you reply.
2. Check what someone means instead of guessing.
3. Make room for others, and let anyone pass.
4. You may agree, disagree, or keep your view.

## HOW TO PLAY Teams of 3 or 4

1. Read and agree to the four rules. Set an eight-minute timer.
2. Choose one TOPIC card. Give each player one ROLE card. With three players, share the Norm Keeper job.
3. Shuffle two sets of MOVE cards, 16 cards total. Deal four to each player and set any extras aside.
4. Discuss the topic and do your role job. Play a MOVE card only after you genuinely use its starter aloud. You do not have to play every card.
5. Stop when the eight minutes end, even if cards remain. Check the reflection statements.

## AFTER THE ROUND Check what you did

- [ ] I let speakers finish before I replied.
- [ ] I checked whether I understood someone's idea.
- [ ] I asked for details instead of guessing.
- [ ] I can describe where our views agree or differ without asking anyone to change a view.

Cut along the dashed lines

**TOPIC CARDS** · pick one per round

**TOPIC**

## Project Jobs

How should a group list, divide, and check tasks for a class project so everyone knows what to do?

**TOPIC**

## Homework Breaks

What kinds of breaks, if any, help students focus while doing homework?

**TOPIC**

## First Week

What could classmates do to help a new student feel included during their first week?

**ROLE CARDS** · one per player

**ROLE**

### Echo Scout

Listen for ideas you can restate, then check whether you understood them.

**ROLE**

### Question Finder

Notice unclear words or reasons and ask the speaker for details.

**ROLE**

### Thread Keeper

Track where ideas connect or differ without pushing anyone to agree.

**ROLE**

### Norm Keeper

Watch for turn-taking and invite others to speak while respecting anyone who passes.

**MOVE CARDS** · deal 4 to each player

**MOVE CARD**

**CHECK MEANING**

"So your main point is ____, right?"

**MOVE CARD**

**CHECK MEANING**

"I heard you say ____; did I get that right?"

**MOVE CARD**

**ASK DETAILS**

"When you say ____, what do you mean?"

**MOVE CARD**

**ASK DETAILS**

"Can you give an example of ____?"

**MOVE CARD**

**LINK IDEAS**

"You mentioned ____; I think ____ because ____."

**MOVE CARD**

**LINK IDEAS**

"Your reason about ____ connects to ____ because ____."

**MOVE CARD**

**RECAP VIEWS**

"I hear ____; did I get that right?"

**MOVE CARD**

**RECAP VIEWS**

"It sounds like our views on ____ are ____; is that accurate?"

Cards last longer on thick paper.

# Listen and Link



## RUNNING THE ROUNDS

Run eight-minute rounds and rotate topic and role cards between rounds. If one student dominates, prompt the Norm Keeper, or all three students sharing that job, to make room for others without requiring anyone to speak. An unused card or an evidence-supported unchanged view is not a problem.

## WHAT A STRONG ROUND SOUNDS LIKE

| | |
|---|---|
| **Ava** | I think we should list all the tasks before we choose jobs. |
| **Ben** | So your main point is to list the tasks first, right? I agree. |
| **Sam** | When you say tasks, what do you mean? I agree we should list them. |
| **Ava** | Research and slides. You mentioned tasks; I think we should list those two because then we can choose jobs fairly. |
| **Ben** | I hear we all agree on listing tasks first, with research and slides as examples; did I get that right? |

## LISTEN FOR

- Restates a speaker's idea and checks for accuracy
- Asks for details before responding to an unclear point
- Connects a response to something another speaker said
- Recaps agreement or differences without inventing either

There are no right answers to the topic cards. Score the moves students make, not their opinions.